ACTION RESEARCH PROTOCOL

PLCs & Design Thinking

Duration: 4 to 6 weeks

Objective: To enhance student learning by identifying what we want students to know, understand, and be able to do, determining how to assess their learning, and developing strategies for students who either have not met or have exceeded learning expectations.

Overview

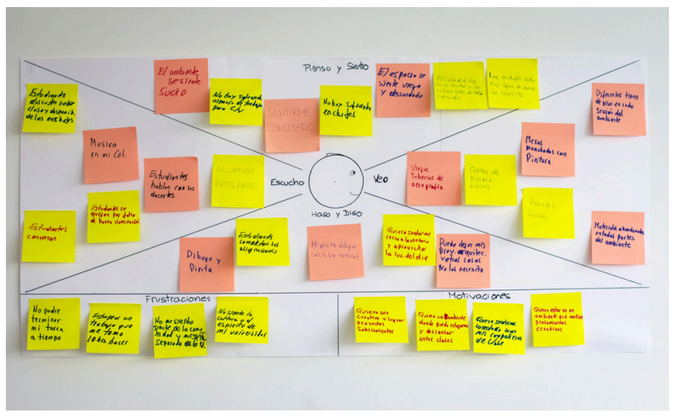
This action research protocol integrates the principles of action research with the stages of the design thinking process. The aim is to create a dynamic and responsive learning environment that continuously improves based on iterative feedback.

Phase 1: Empathize

Objective: Understand students' needs, motivations, and challenges.

Activities:

1. Interviews and Surveys:
   - Conduct interviews with students, teachers, and parents to gather qualitative data on learning needs and experiences.
   - Distribute surveys to collect quantitative data on student understanding and learning preferences.
2. Observation:
   - Observe classroom interactions and learning activities to identify patterns and areas of difficulty.
3. Empathy Map:
   - Create empathy maps to visualize and summarize insights from the data collected



Phase 2: Define

Objective: Clearly articulate the learning goals and challenges based on the insights gathered.

Activities:

1. Define Learning Objectives:
   - Collaboratively define what students should know, understand, and be able to do by the end of the unit or course.
2. Needs Statement:
   - Develop a clear needs statement that reflects the identified challenges and goals.
3. Learning Outcomes:
   - Specify measurable learning outcomes that align with the defined objectives.

evolves to meet the needs of all students.

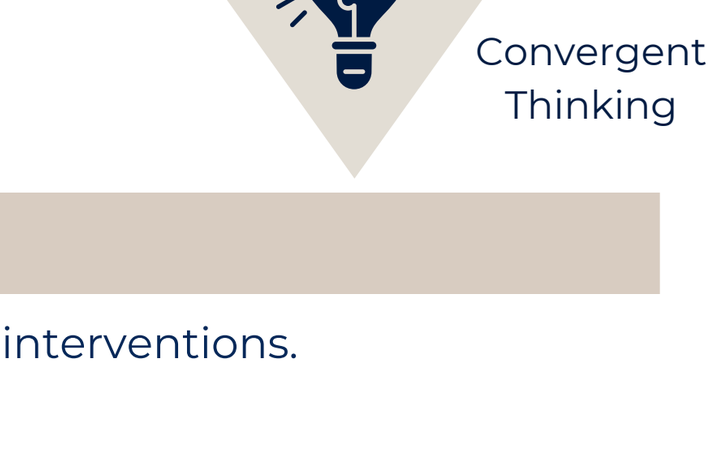
ACTION RESEARCH PROTOCOL Cont.

Phase 3: Ideate

Objective: Generate ideas and strategies to address the learning goals and challenges.

Activities:

- Brainstorming Sessions:
  - Conduct brainstorming sessions with teachers, students, and other stakeholders to generate a wide range of ideas for teaching strategies, assessments, and interventions. Generate as many ideas as possible.
- Mind Mapping:
  - Use mind maps to organize and refine the ideas generated.
- Prioritization:
  - Prioritize the ideas based on feasibility, impact, and alignment with learning objectives. Select and combine the best ideas.



Phase 4: Prototype

Objective: Develop and implement prototypes of the selected strategies and interventions.

Activities:

- Lesson Plans and Learning Experiences
  - Create both the conditions for learning and the learning experiences that incorporate the selected ideas.
- Formative Assessments:
  - Develop formative assessments to monitor student learning and provide ongoing feedback.
- Interventions:
  - Design interventions for students who are struggling to meet the learning objectives and extension activities for those who have already met them.
- Pilot Testing:
  - Implement the lesson plans and assessments in a small group or classroom setting to test their effectiveness.

Phase 5: Test

Objective: Evaluate the effectiveness of the prototypes and make necessary adjustments.

Activities:

- Data Collection:
  - Collect data on student performance through assessments, observations, and feedback.
- Reflection:
  - Reflect on the implementation process and gather feedback from students and teachers.
- Analysis:
  - Analyze the data to determine the impact of the strategies and interventions on student learning.
- Iteration:
  - Refine the lesson plans, assessments, and interventions based on the data analysis and feedback.

ACTION RESEARCH PROTOCOL Cont.

Continuous Improvement Cycle

Continuous Improvement Cycle

- What do we want our students to know, understand, and be able to do?
  - Continuously refine learning objectives based on student needs and curriculum standards.
- How would we know they learned it?
  - Use formative and summative assessments to measure student learning and provide feedback.
- What would we do if they did not learn it?
  - Implement targeted interventions and support mechanisms to help struggling students.
- What would we do if they already learned it?
  - Offer enrichment activities and advanced learning opportunities for students who have met the learning objectives.

Documentation & Reporting

Documentation and Reporting

- Weekly Reports:
  - Document weekly progress, challenges, and insights in a structured format.
- Final Report:
  - Compile a comprehensive report at the end of the 6 weeks, detailing the process, findings, and recommendations for future practice.
- Sharing and Collaboration:
  - Share the final report with the school community and collaborate with other educators to further refine and expand the successful strategies.

By following this protocol, schools can create a responsive and adaptive learning environment that continuously